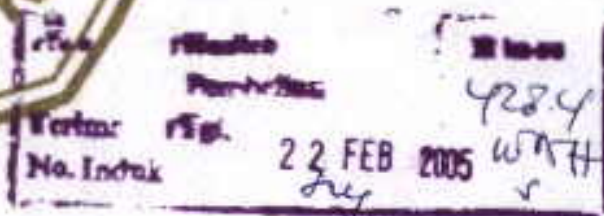
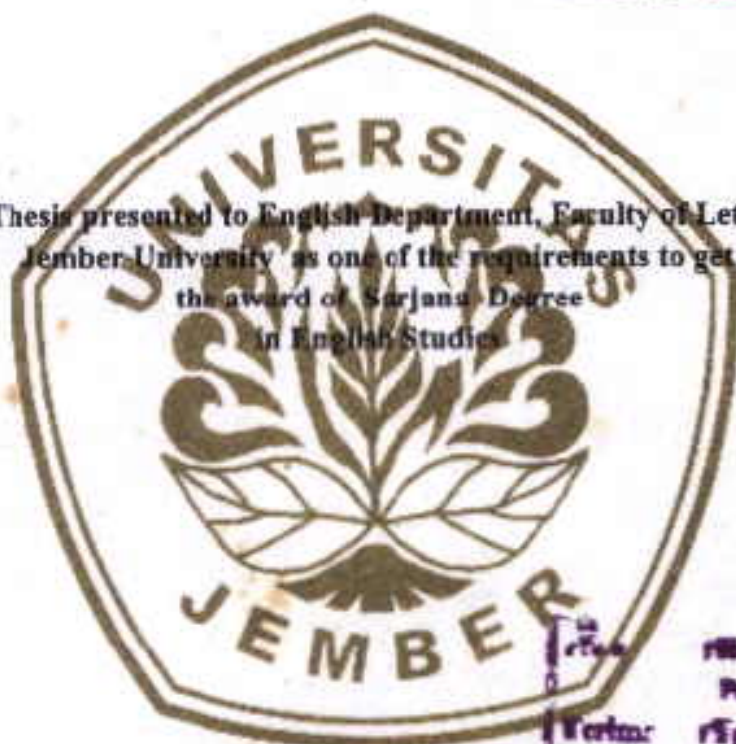


**A STUDY ON ENGLISH CONTEXTUAL LEARNING
THROUGH THE ANALYSIS OF TEXTS IN "LANGUAGE
LAB. KangGURU" MAGAZINE**



A Thesis presented to English Department, Faculty of Letters,
Jember University as one of the requirements to get
the award of Sarjana Degree
in English Studies



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2004**

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PAGE OF DEDICATION

With all my love, I would like to dedicate this thesis to :

- ☞ My beloved Mom and Dad, BuTukiyem and Bapak Suwoto
I can not tell you how much I esteem all the affection and encouragement over the years. I love you
- ☞ The Big Family of " Keikhlasan ", with whom I share the countless value of life and horizon of understanding love. You are my flickering light in my joy and sorrow.
- ☞ My uncle, Drs. Baharudin and his family whom I live with during my study. I owe much of the valuable things you give.
- ☞ My beloved nieces and nephew : Afifah, Ridwan Adi Saputro, Sabila Istiqla Donesia, Navis Sabturrosyida, and Gracia Rahma Mustika. May God bless you and Be that as it may.
- ☞ All who always look for the secrecy of this journey of life and those who love 'harmony' and 'peace'.

MOTTO :

“ Knowledge is what makes someone capable of forming not only ‘good’ derotative utterances, but also ‘good’ prescriptive and ‘good’ evaluative utterances ”.

(Lyotard)

TABLE OF CONTENTS

FRONTISPIECE	i
APPROVAL SHEET	ii
PAGE OF DEDICATION	iii
MOTTO.....	iv
TABLE OF CONTENTS.....	v
ACKNOWLEDGEMENT.....	viii

CHAPTER I: INTRODUCTION

1.1. The Background of the Thesis.....	1
1.2. The Problem to Discuss.....	6
1.3. The Scope of Thesis.....	6
1.4. The Goals of Thesis.....	6
1.5. The Significance of Thesis.....	6
1.6. The Organization of Thesis.....	7

CHAPTER II: THEORETICAL REVIEW

2.1. Language, Language Learning, and Media	8
2.1.1. The Function of Language	9
2.1.2. Contextual Learning Theory	10
2.1.3. Media	12
2.1.3.1 The interaction between Message, Media, Task and Learner	13
2.2. The Concept of Discourse, Text, and Context.....	14

CHAPTER III: METHODOLOGY OF RESEARCH

3.1. Type of Data	19
3.2. Method of Data Collection.....	19
3.3. Method of Analysis	19
3.4. Hypothesis	20

CHAPTER IV: RESULTS AND DISCUSSION

4.1. How to Process Discourse	21
4.1.1. Interpersonal and Textual Analysis.....	21
4.1.2. Local Interpretation and Analogy.....	22
4.2. The Interpretation of "Language Lab. <i>KangGURU</i> ", April 2001	24
4.2.1. Interpersonal Analysis	25
4.2.2. Textual Analysis.....	27
4.2.3. Local Interpretation and Analogy.....	23
4.3. The Interpretation of "Language Lab. <i>KangGURU</i> ", August 2001	29
4.3.1. Interpersonal Analysis.....	30
4.3.2. Textual Analysis.....	33
4.3.3. Local Interpretation and Analogy.....	35
4.4. The Interpretation of "Language Lab. <i>KangGURU</i> ", April 2002	35
4.4.1. Interpersonal Analysis.....	36
4.4.2. Textual Analysis.....	39
4.4.3. Local Interpretation and Analogy.....	41
4.5. The Interpretation of "Language Lab. <i>KangGURU</i> ", Augus. 2002	41
4.5.1. Interpersonal Analysis	42
4.5.2. Textual Analysis.....	44
4.5.3. Local Interpretation and Analogy.....	45
4.6. The Interpretation of "Language Lab. <i>KangGURU</i> ", April 2003	46
4.6.1. Interpersonal Analysis.....	46
4.6.2. Textual Analysis.....	47
4.6.3. Local Interpretation and Analogy.....	48
4.7. The Interpretation of "Study Tips <i>KangGURU</i> ", December 2003	49
4.7.1. Interpersonal Analysis.....	50
4.7.2. Textual Analysis.....	52
4.7.3. Local Interpretation and Analogy.....	54
4.8. The Interpretation of "Study Tips <i>KangGURU</i> ", April 2004	55
4.8.1. Interpersonal Analysis.....	55
4.8.2. Textual Analysis.....	56

4.8.3. Local Interpretation and Analogy.....	58
4.9. The Interpretation of "Study Tips <i>KangGURU</i> ", August 2004	58
4.9.1. Interpersonal Analysis.....	58
4.9.2. Textual Analysis.....	59
4.9.3. Local Interpretation and Analogy.....	60

CHAPTERV: CONCLUSION	61
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BIBLIOGRAPHY

APPENDIX

ACKNOWLEDGEMENT

In God we trust that all wonders come from, for Allah is the most Merciful and the most Beneficent above all. I totally put a trust that his great blessings and faith given to me are endless power to conduct this study. With all the endowed energy, I try to value the essence of learning of which it is endless process in this life. It is designated on English Contextual Learning, one of the sub-facets in the field of education. Hopefully, it could give a worthy contribution to those who are interested to contemplate this area.

This written work could not have been finished without the supports of the trully excellent people bellow. At the primary time, I would like to express my gratitude with all my respect to Dr. Samudji, MA, the Dean of Faculty of Letters and Drs. Syamsul Anam, MA, the Head of English Department for their approvals to me to start this thesis.

Secondly, I esteem it as a previllege to address my deepest thanks to Dr.Samudji, MA, and Dra.Dina Dyah.Ks, MA, my thesis supervisors for giving me not only their valuable guidance and constructive criticisms but also great and countless patience for the completion of this thesis. I also do wish to render my heartfelt thanks to the dedicated lecturers, who have gathered for years at the English Department, Faculty of Letters. I am much indebted to all of them for teaching me the best and worthy knowledge.

My thanks also go to all the officials of the Faculty of Letters for the given services, I owe much to the library staffs of the Faculty of Letters, as well as the central library staffs of Jember University who lent me the references pertaining to my thesis discussion.

Endless love and thanks go to all my classmates of 2000 Academic Year, who graciously share experience through the good and bad. My special thank goes to my fellow debaters in Unversity Student English Forum (USEF) and all USEFers, where I learn more about " self-actualization " and Australasian

Parliamentary System (APS). They inevitably contribute much on my study at English Department. The last but not least, to all people whom I can not mention one by one, but they post on my frame-work of thought. I owe you a great deal. Thank you for your supports.

Jember, December 2004

Ribut Wahyudi



CHAPTER I INTRODUCTION

1.1. The Background of the Thesis

As homosocias it is impossible for us to be alone, Sapir as cited by Terence Hawks (1977 : 31) says that :

Human being do not live in the objective alone, nor alone in the world of social activity as ordinary understood, but very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that we adjust on to reality essentially without the use of language and that language is merely an incidental means of solving specific problem -of communication or reflection.

Thus we always need another and interact with other people. Interaction is the embodiment of our intention to fulfill our needs. One of the ways to fulfill our need is to have mutual assistance or to share experiences and information. In stating our ideas we need a means of communication that is language. Locke in Martinich (2001 : 539) states that "God, having designed man for a sociable creature, made him not only with an inclination and under necessity to have fellowship of his own kind, but furnished him also with language which was to be the great instrument and common tie of society". While Lacan cited in Madari (1989 : 12) said that "it is the ability to speak that distinguish the subject. It is the feature that separates the social from the natural world. There is no subject independent of language".

Firth in Coulter (1977 : 1) stated that "language is fundamentally a way of behaving and making others behave and therefore ultimately the linguist must concern himself with the 'verbal process' in the context of situation". Further Guy in Hudson (1999 : 30) elucidated, "...language while existing to serve a social function (communication) is nevertheless seated in the minds of individuals." Therefore, language is medium to describe ideas, emotion and desires. We can see that language is a unique thing and is ever-lasting resources to be explored. People have their own characteristics of utterances. Even man utters various

styles every single day. The language used in an office, school, sermon, print media is various. The factors governing these phenomena are very complex. Sapir introduced *Linguistic Relativity* to picture panorama of language.

The phenomena of language are background phenomena of which the talkers are unaware or at most, dimly aware...these automatic, involuntary pattern of language are not the same for all men and are specific for each language and constitute the formalized side of language and its grammar... From the fact proceeds 'What I have called the 'linguistic relativity principle', which means, in informal terms, 'that users use markedly different grammars are pointed by their grammars toward different types of observations and different evaluations of externally similar act of observation, and hence are not equivalent as observers, but must arrive at somewhat different views of the world' (Sapir in Gumperz 1996 : 6).

As the realization of social interaction and communication, language is now placed in a multidimensional space, in the societies culture as well as in the notion of individual. English in a multidimensional space and as a means of international communication mediates global interaction at which culture and the accumulation of science and technology emerge, in this way English is the identity of global communication. Thereby, everybody agrees that mastering English has become the prominent need in today's era of Information Technology. But, it is the fact that many of us still have not found a thesis of successful English learners. The problem lays on how one should contextualize his study. Since everyone has different experiences, even upon a single thing. Hence the way one views a thing may, alternatively, be divergent. Learning from other experiences and standing on different point of views will be the constructive point in the process of learning, because we can absorb everything which fits in our framework.

An excellent way to answer the changing process in our education system involves strategy of contextual learning and teaching. It advocates that learning is most effective when knowledge is presented in the context of a person's past experience. Souder in Pearson (1999) cited two key statements that help define contextual learning :

- a. The mind seeks meaning in the environment in which a person is located.

- b. The mind seeks meaning through searching for relationships that make sense appear useful.

CORD (Center for Occupational Research and Development) offers a guide for educators, described as the REACT strategy that highlights the concepts behind contextual learning :

- a. Relating : Learning in the context of life experience
- b. Experiencing : Learning in the context of exploration, discovery and invention
- c. Applying : Learning when knowledge is presented within the context of its use.
- d. Cooperating : Learning through interpersonal communication, sharing etc.
- e. Transferring : Learning by using knowledge in a new context or situation. These strategies will fit to English learners of *KangGURU Magazine* in general and that of students of English Department in particular.

Learning from life experiences as it was said in the first paragraph can be taken from one's suggestion or advice. The one having been successful in mastering English must have faced valuable experiences from which the students can learn.

There are some considerations why experiential learning, contextual learning or any other terms to mean similar ideas is proposed. The justification of it can be basis on the following arguments : 1). It facilitates personal growth, 2). It helps learners adapt to social change, 3). It takes account of differences in learning ability and, 4) It responds to learners' needs and practical pedagogical considerations as suggested by Nunan (ed) (1992 : 18).

Since language is a means of communication and interaction, it is absolutely necessary to enhance learners' ability through its regular use.

The act of uttering something is the need for us to get idea a crossed, it represents something in one's mind. Thus the use of a language is also the need. Simply in the light of this need, Halliday in Nunan (1993 : 53) put his

systematic relationship between language structure and its function in the following :

Every text-that is, everything that is said or written-unfolds in some contexts of use; furthermore, It is the use of language that over tens of thousand of generations, have shaped the system. Language has evolved to satisfy human needs; and the way it is organized is functional with those needs- it is not arbitrary. A functional grammar is essentially a 'natural' grammar, in the sense that everything in it can be explained, ultimately, by reference to how language is used.

As man has a number of needs, the language used in every single of activity has its own function. The assigned function refers to context where it takes place. The speakers engaged in a discourse or the persons examining a discourse should absolutely conceive the variables in a text. Hence from any texts, one of those is magazine, we can broaden our stock of knowledge if we can perceive them well.

KangGURU magazine is used as one of instructional media used in English Learning. Carroll in Olson (ed) (1973 : 18) examines the role that print medium has played role in education and culture generally. While that medium has some characteristic limitations and misuses, he shows why its central role in the education process is not likely to be seriously challenged : It plays an important part in formation and communication of the abstract ideas that it is so essential to science and philosophy and therefore, plays an important role in democratic society. It serves as an important sources of vicarious experience and it can guide and interpret direct experience as well as experience portrayed in other media. Also it is accessible to everyone, as producers as well as receivers.

Magazine as one of the media is half-way between newspapers and books with regard to its more durable cover and bound pages and also in content. Broadly speaking, the magazine examines from middle distance, and the book examines it from the higher ground of historical perspective (Emery et all. 1971 : 290).

As an instructional text "Language Lab. *KangGURU*" Magazine is beneficial for both formal learners and non-formal learners . It also fits to Effective Teaching Technique for Distance Learning as the realization of learner's

need and practical pedagogical considerations. Rochester Institutes of Technology postulates the following techniques to assist in the maintenance of motivation to learn that can enhance student performance for distance learning :

- a. Vary the organization, sequencing, and presentation of course materials to help maintain student attention and curiosity.
- b. Provoke some mental conflict in the student about course material.
- c. Build relationship between the course content and objectives with the learners' needs, goals and desires
- d. Relate new knowledge to student existing skills and knowledge, using explicit language if necessary to show relationship.
- e. Use analogies and metaphors to connect the course material to processes, concepts, or skills that are already familiar to learners.
- f. Give students the opportunity to satisfy important self- motives
- g. Use personal language to stimulate human interest
- h. Use images, values, and other features of the course materials that are similar to those of learners
- i. Design the level of academic challenge neither too high nor too low.
- j. Make clear what knowledge and skills will be tested
- k. Describe the course goals and performance requirements to help learners set realistic expectation for success
- l. Provide learner options to promote an internal sense of learner's control.
- m. Provide opportunities for students to apply new skills in a meaningful way.
- n. Use positive feed back to students following success at a challenging task; use congratulatory comments for performance that meets the criteria for success.

The similar points embedded in "Language Lab. *KangGURU*" Magazine will be beneficial for English Learners to contextualise their study. Referring to the above consideration the proposed thesis is, " **A Study On English Contextual Learning Through The Analysis Of Texts In 'Language Lab. *KangGURU*' Magazine** ".

I.2. The Problem to Discuss

Driven by the fact that the failure of English learners often pertains to the strategy of learning, this thesis will examine :

1. The multiple contexts of learning suggested by the speakers in "Language Lab. *KangGURU*" Magazine which play a significant role for English learners.
2. The relation between the materials to English Contextual Learning.
3. How the messages given stimulate English learners to go on the way that the speakers or experts suggest.

I.3. The Scope of the Thesis

Discourse angle, the branch of linguistics study will be applied in this thesis. The basic consideration lays on the messages or suggestions in the forms of texts in "Language Lab. *KangGURU*" magazine. Every written remarks will be viewed in this area.

I.4. The Goals of the Thesis

The goals of the study are to pay more attention to Discourse study designated on speakers' directives dealing with English Contextual learning, to motivate students to keep learning English using Contextual Learning Theory. The descriptions of the data are aimed at giving the possible aspects endorsing the success of English Learning.

I.5. The Significance of the Thesis

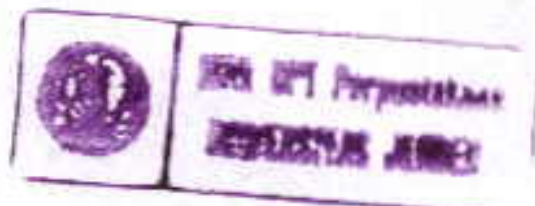
The result of the research will, somehow, be beneficial for researcher, readers of this thesis and other stakeholders. The substance will illuminate :

1. The readers to broaden the way of comprehending *KangGURU* Magazine especially Language Lab. using discourse study.
2. The more input on the use of directive speech acts.
3. The more input on how learners should contextualise their study
4. The teachers to provide an alternative teaching method.

5. A Further research encompassing on discourse study of any related topics.

1.6. The Organization of the Thesis

The thesis is organized in five chapters. The first chapter is introduction, which deals with the background of the thesis, the problems to discuss, and the organization of the thesis. Chapter two consists of theoretical reviews supporting this study. The methodology of research is in the third chapter along with the hypothesis. It includes the type of data, data collection, and type of analysis. The analysis of the data is presented in the fourth chapter. The last chapter is conclusion.



CHAPTER II

THEORETICAL REVIEW

There have been many researches, of course, highlighting English Contextual Learning from different point of views. In this Chapter, however, this kind of learning through the analysis of texts using "Language Lab. KangGURU" Magazine will be discussed. This Chapter will imbue the elaboration of the next chapters. As the background information of the problem, it is worth to conceive, The concept of English Contextual Learning, Discourse Analysis and any related things co-existing into which the discussion will be specified.

2.1. Language, Language Learning and Media

Talking about language in relation to human being is similar with looking at the coin with two sides. It is two inseparable components. People use language to express everything they want to convey. Lacan as cited in Mačan (1989 : 12) says that "there is no subject independent of language".

In line with the development of science and technology, learning English is a must. But there are some obstacles of the way of learning in our education. There are many types of learning. Kolb in Pearson (1999) says that "everyone may be contextual learner but we are all learn by using different styles of learning". Furthermore , he views that individuals who may work in areas of history, English, Political Science or Psychology belong to *diverger learner* styles, thinking in concrete yet reflective ways.

The use of media such as KangGURU magazine is an aid to learn English. It can be used for instructional purposes (Olson, 1974 : 10). Moreover it can be utilized by learners of distance learning, in the way it meets the practical pedagogical considerations. For adult learners in particular, more practical arguments for self-directed learning include greater flexibility for people who may not be able to attend classes for various reasons (work, disability, distance from institutions, unavailability of tuition). The skills, initiative and courage to work

independently to learn one's own and in suitable small groups is thus highly beneficial for adult learners (Nunan.ed.1992 : 21).

2.1.1. The Function of Language

Since language is inseparable thing in the daily life, it marks social identity. The justification of this statement was previously proposed by Sapir as cited by Terence Hawks (1977), in the first chapter. This inherent characteristics of human being as a means of communication is then realized both in written and spoken form. However written remark, the combination of these forms is utilized.

Basically, according to Brown and Yule (1983), language as a means of communication has two main functions. Interactional function of language happens when the language is used to cover social relationship and individual attitudes while when a language is primarily utilized to send messages and give information, it functions as transactional one. Nunan (1993 : 8) clarified transactional function of language as a matter of exchanging goods and services than with socializing. Halliday introduced macro function of language : 1) the *interpersonal function* which is to establish, maintain and specify relations between members of societies. 2) the *ideational function* which is to transmit information between members of societies. 3) the *textual function* which is to provide texture, the organization of discourse as relevant to the situation (Halliday in Janice 1996 : 36). Further in his book, *Exploration in the Function of Language*, Halliday says that "the interactional function of language is either interacting with someone who is present or selling to interact with someone who is not present" (1975 : 31). For example, if one or two persons who have never met before says, " My goodness, it's cold", It does not mean that the speaker wants to send information about low temperature, but the speaker wants to express that he is "ok" to be asked or just initiate conversation with the hearer. Shortly the speaker's utterance, " My goodness it's cold " is to find out the hearer's reaction and finally it's hoped that social contact will happen between those two persons. Other works used the terms 'referential/emotive' (Jacobson,1960), 'descriptive/social expressive' (Lyons, 1977). Moreover, as the second function

of language, transactional function signals effective information. It is a message to whom the hearer or the reader is to get the precise information as what speaker or writer intended. For instance, when a doctor gives some instructions to his nurses. This should be given in a clear manner. The instruction and explanation should be orderly organized so that understanding does not obstruct the flow of information.

Meanwhile in *KangGURU* Magazine the language functions as transactional function, since it sends messages and information in a clear manner, they are messages whom the readers get the beneficial information on how English learners should contextualise their study.

2.1.2. Contextual Learning Theory

The idea of learning in context is important. Contextual learning is that which occurs in close relationship with actual experience, (Dewey in Pearson 1999). Research supports the effectiveness of learning in meaningful contexts. People have used such term as *discovery learning*, *experiential learning*, *real world education*, *active learning*, *learner centered instruction* etc to mean similar ideas. (Parnell 1995 in Harrell 2000) stated that "contextual learning marks an education strategy that centers on enabling students to meaningfulness in their education".

Contextual Learning is rooted in a constructivist approach to teaching and learning (Brown,1998; Dirx, Amey and Haston 1999, in Imel 2000). According to constructivist theory, individuals learn by constructing meaning through interacting with and interpreting their environment (Brown 1998). The meaning of what individuals learn by constructing meaning is coupled with their life experience and context. It is constructed by the learners; not by the teachers; and learning is anchored in the real life situation and problem (Dirx, Amey, and Haston, 1999 in Imel, 2000). Moreover it is said that students learn best by actively constructing their own understanding (CTL Academy Fellow 1999 in Nurhadi dkk. 2004).

Current perspectives on what it means for learning to be contextualized include the following (Borko and Putnam, 1998, Putnam and Borko, 2000 in Imel 2000) :

- a. **Situated Cognition.** Both the physical and social contexts in which an activity takes place are an integral part of the learning that occurs within these contexts. A relationship exists between knowledge in the mind of individual and the situation in which it is used.
- b. **Social Cognition.** Learning is more than just the individual construction of knowledge. Interactions with others in learners' social environments are major factor influencing what is learned and how the learning takes place.
- c. **Distributed Cognition.** Related to both situated and the social nature of cognition, the idea that it is distributed. Individuals often engage in collaborative learning activities and draw on resources beyond themselves in their learning (Imel, 2000).

Drawing on its roots in constructivist learning theory as well as theory of cognition and learning, contextual learning has the following characteristics (Clifford and Willson, 2000 in Imel 2000) :

- a. Emphasizes problem solving
- b. Recognizes that teaching and learning need to occur in multiple contexts
- c. Assists students in learning how to monitor their learning so that they can become self-regulated learners.
- d. Anchors teaching in the diverse life context of students.
- e. Encourages students to learn from each other.
- f. Employs authentic assessment.
- g. Adult education perspectives on contextual learning.

Because constructivist learning theory maintains that learning is a process of constructing meaning from experience, it is congruent with much of adult learning including self-direction, Transformative learning and situated cognition (Merriam and Caffarella, 1999 in Pearson 1999). It also connects directly to beliefs about the central role of experience in adults learning in which experience is viewed as

both a resource and stimulus for learning. It is argued that it becomes meaningful learning due to the following :

1. Relevance . Relevance is how learners personally connect with the material, information with other known information. Use association to make it meaningful.
2. Emotion. The stronger the emotion, the more meaning, all emotional experiences " code " our learning as important.
3. Pattern and Context. Information in isolation has little meaning, each 'puzzle piece' is always part of something larger, it is the big picture that makes the most sense.

From the above explanation, it is really possible for both formal and non formal learners to use "Language Lab, *KangGURU*" Magazine as learning reference, because the Language Lab. Facilitates 'valuable information sharing' on language study which are presented by the readers as well as the expert on language. The readers' tips are given with respect to personal experiences. In conformity to its goal, the tips illuminate the key points in studying English. Moreover, pedagogical course is exercised in this way. Thus it can be used as learning reference. The broader illustrations will be given from the light of instructional text of learning employing Directive Speech Act. The analysis will utilize Context of Situation, the Interpersonal and the Textual function of the text together with Local Interpretation and of Analogy.

2.1.3. Media

Views about what media are and how they can be defined have changed over the years . The media include : television, film, radio, photography, popular music, printed materials, books, comics, magazines and the press, and computer software (Bowker in Goodwyn, 1992 : 28)

Media today saturate our daily lives. Signs on every sides remind us that contemporary life is inconceivable without modern means of communications. It serves as the central nervous system of modern society. They search to understand

these media draws us into a search for everything, that is life in the late_20th century (Real, 1990 : 13).

Media penetrates daily life, creating the environment where identities are formed. Personal experience combined with media experience as we construct our individual lives under directing influences of powerful institutions. Media interconnect personal lives with public activities (Catchart, 1986 in Real 1990) and shape our consciousness (Real, 1990 : 15).

2.1.3.1. The Interaction between Media, Message, Task and Learner

Media were conceived by us as composed of three major components: symbols systems, messages, and technologies of transmission. Of these, the symbols are most important in that they appear to have different effects on mediating activities of information extraction and processing. These processes affect also the acquisition of some particular content. Both the common and peculiar effect of media, however, save a relevance only when they map on to specific educational objectives to be attained by particular learners.

These four-way interaction between medium, message, task, and learner enables media to accomplish two function : informing and developing mental skills. These two basic functions may be further differentiated to indicate six types of uses in education (Olson.ed, 1973 : 405) :

1. Media as "indifferent" channels of transmitting already coded information.
2. Media as coding system whose use should have specific cognitive effects while the information is transmitted.
3. Media used to short-circuit specific mental operation for better acquisition of information.
4. Media used to arouse or activate specific mental operation deemed relevant to the task, which in turn can be developed.
5. Media to teach coding system so that learners will be better to extract information from media and to handle new domain of content.
6. Media as sources of coding system to be international and schematically mental tools

Educational decision regarding instruction fall into the forgoing six categories. Even if the message is the only concern, the medium is highly relevant, educators would choose on the basis of quality, efficiency, cost, individual preference and so on.

The large percentage of instruction, however, falls between those. Knowledge acquisition is the goal but, the processing skills are highly valued as well. Hence, instructional decision should be made within the parallel constraints-maximizing the knowledge acquired and skills developed. Both of these must be tailored to the level of skill and knowledge of the individual learner (Olson.ed, 1074: 406). "Language Lab. *KangGURU*" magazine proposes the alternative of learning in a meaningful way that it can motivate the learners and teach to extract information from it. In this way it meets the six uses of media in education.

2.2. The Concept of Discourse, Text and Context

We have been unaware of what discourse is. Although it comes across every single second. No matter where we live and our occupation is, discourse is an inevitable thing pervasively occupy every field, segment or domain. Economists are talking about how much Indonesian debt is, discussing our natural resources to be explored for future development, money laundry phenomena etc. Politicians are at present thinking much on how to succeed their candidate to be president. Educators are debating about the conversion of senior high school final exam. etc. Resulting from those domains, discourse is articulated differently. Even though it converges in substance, Discourse is "continuous stretch of especially spoken language larger than a sentence, often constituting a coherent unit, such as sermon, argument, joke or narrative" (Crystal in Nunan 1993 : 5). Another definition said that "discourse is stretch of language perceived to be meaningful, unified, purposive" (Cook in Nunan 1993 : 6). It is emphasized on where the language is used , say it to someone in a suitable situation and achieve something by saying it, without thinking too much whether the sentence is grammatically correct or not.

The definition of discourse then impart what is meant by discourse analysis. The analysis of the relationship between form and function of language is commonly called discourse analysis, which encompasses the notion that language is more than sentence level-phenomenon (Brown, 2000 : 253). "It is concerned with the *functional use* of language, how it is possible to define functional categories in the discourse, how they are realized, maintained, and reinforced by formal items" (Caciapuoti,G,1998). Shortly it investigates language in use for communication, not in the form of isolated expression, without concerning meaning.

Furthermore discourse is associated with text. " For a linguist, to describe a language without accounting for the text is sterile; to describe text without relating it to language is vacuous " (Halliday in Chapelle). Text is "often a piece of naturally occurring spoken, written, or signed discourse, identified for purpose of analysis. It is often language unit with definable communicative function, such as a conversation and a poster" (Crystal in Nunan 1993 : 6). Other linguist in Discourse Analysis views that a text or piece of discourse consists of more than one sentence and the sentences combine to form meaningful whole (1993 : 7). The term discourse refers to the interpretation of communicative event in context (Nunan 1993 : 7).

Context refers to the situation giving rise to the discourse, and within which the discourse is embedded. The first of these is linguistic context, the language that surrounds or accompanies the piece of discourse under analysis. The second is the non- linguistic context within which the discourse takes place. Non linguistic context include : type of communicative event (for example , joke, story, lecture, greeting, conversation), the topic, the purpose of the event, the setting including location, time of day, season of year, and physical aspect of situation (for example size of room, arrangement of furniture). The participants and the relation between them, the background knowledge, and assumption underlying the communicative event (Nunan 1993 : 8). While Toni Scirato and Yell (2000) view context as "the particular environments in which

communication, texts and meaning making occur, and in which we make sense of a text or meaningful practice".

More recent work, however, underlines the significance of social/cultural process on linguistic processes. As Jay Lemke makes clear: "It is not just by construing semantic relations to the immediate textual, or even situational context that we make a word or phrase mean. It is also by construing relation to other texts and situation in which that word or phrase has been used...what is often missing in contextual model of semantics is reference to intertextual contextualization (Lemke in Leckie, Tarry 1985: 18), where intertextuality as interpreted by Lemke, is the context of text, in the other texts of the same genre, or of the same thematic or discourse formation.

Halliday has always advocated placing the context of situation in broader social context. Halliday and Hasan (1985) stated that "it is as the configuration of field, tenor, mode, features that specify the register of the text". Butt et. al. (1993: 14) said, context of situation is "the sum of the motivating features of the text's construction, which make it what it is".

Considering the topic of study, the language lab is viewed from discourse analysis. The analysis is limited to point out the relation of the text/context and use these to develop a more detailed understanding of the effect of the context of situation practices and vice versa. The ways of making sense of discourse will draw on Situational Factors, Textual and Interpersonal Analyses together with Local Interpretation Principle, as the embodiment of instructional text.

Context and text are two inseparable things. They work together in formulating a proper intended meaning of a certain expression given as linguistic expression. The text, however, is an instance of the process and product of social meaning in a particular context of situation. Context of situation is the context in which the text unfolds, is enclosed in the text. It is encapsulated in the text through a systematic relationship between the social environment on the one side, and the functional organization of language on the other (Halliday and Hasan, 1985: 11). The involvement of context of situation is aimed at giving easier interpretation on the text. Moreover, the intended meaning of those texts will be

better captured as it is a bridge between what is written and what is really meant. Firth makes a description of context of situation as : 1) the participant in the situation. 2) the action of participant; what are doing, including both their verbal action and non verbal action. 3) other relevant features of the situation and 4) the effect of the verbal action (Halliday and Hasan, 1985: 8).

Halliday and Hasan (1985: 12) propose the term context of situation in three headings. They are the Field of discourse which refers to what happening, to the nature of social action that is taking place: what is it that the participants are engaged in. He referred Field specifically to the social action of the text, what language (or other semiotic resources) is being used to do. It is organized as an activity, which is meaningful within social system. 'what is going on' may be wholly 'language-in-action' or it may be an activity structured through other semiotic resources (visual, non verbal), Halliday (cited in Schirato and Yell, 2000 : 113). The Tenor of discourse which refers to who is taking part, (Halliday cited in Schirato and Yell, 2000 : 115) stated Tenor as follow :

The **Tenor** of discourse refers to who is taking part, to the nature of the participants, their status and roles : what kinds of role relationship obtain among participants, including permanent and temporary relationship of one kind or another, both the type of speech role that they are taking on in the dialog, and the whole cluster of socially significant relationships in which they are involved ?

Tenor refers to the interactive dimension of communication. It means that tenor signals meaning making as a consequence of not just social action but interaction. Meaning is addressed from one to another (a listener, reader, or audience, actual or implied; sometimes to ourselves). Communicative acts are not just simple exchanges of information, but are about the allocation, negotiation, acceptance or rejection of variety of social actions. Tenor is argued to cover :

1) Social distance (contact),

It refers to the positioning of the participants as socially intimate or distant.

2) Emotion or attitude (affect).

Affect refers to the kinds of attitudes and emotions that are being displayed as part of interaction. The expression of feeling is important in constructing tenor relations.

3) Power

It refers to the extent to which the participants are positioned as equal or unequal. It is seen such as from physical strength or skill, socially institutionalized authority, social status, expertise (Ponnyton, cited in Scirato and Yell, 2000 : 117).

Mode of discourse concerns on the formation of communication as a text, including the code/s and medium involved. Halliday's opinion about Mode is a term concerned with language, the choice of a semiotic system or code.

The **Mode** of discourse refers to what part of language is playing, what it is that the participants are expecting language to do for them in that situation, the symbolic organization about the text, the status that it has, and its function in the context, including the channel (is it spoken or written or some combination of the two ? (Halliday, cited in Schirato and Yell, 2000 : 119).

Therefore it will broaden the understanding why text uses that code or medium.

Medium is defined as channel through which the language is produced. (Leckie-Tarry, 1995:44-53) stated that channel is measured through the degree of preparedness and contextualization. Both are concentrated in finding whether text is spoken or written. These are decided through the degree of formality of the utterance, the feedback wanted from the text, the arena, the activities, participants and their roles and etcetera. The decision of Text's Mode is however the combination of the Field and Tenor.

Indeed, the analyst and the readers knowledge about context will give great contribution in order to interpret the content of discourse. They simply point out that context is very significant in discourse analysis(Haynes, 1989 : 157). In the discussion directive speech act is included referring to its intertext to recipe having the same genre as an instructional text.



CHAPTER III

METHODOLOGY OF RESEARCH

3.1. Type of Data

The Type of data used in this study is qualitative data. Djajasudarma (1993 :15) states that the data are not in the form of numbers, but they can be words or a description. The data are taken from eight issues of *KangGURU*, a three monthly magazine that were broadcasted from April 2001 to August 2004.

3.2. Method of Data Collection

The method of data collection applied in this study is library research. The data and other information are taken from the book (Djajasudama, 1993 : 8). Meanwhile the primary data are taken from *KangGURU* Magazine. For the sake of more deeply investigation, internet sources are utilized.

3.3. Method of Analysis

The type of research in this study is descriptive and interpretative. Djajasudarma (1993 : 8) states that descriptive is proposed to arrange a description in which it represents the systematic data and special relationship of phenomena. It is applied to describe Situational Factors of the text in "Language Lab. *KangGURU*" Magazine. Littlejohn (1992 :15) stated that "interpretative theories celebrate subjectivism, or preeminence of individual experience, ascribing great importance to individual's understandings of their experience". They are usually emphasized on the importance of language as the center of experience, believing that language creates a world of meaning within which the person the person lives and through which all experience is interpreted. In this thesis this analysis is utilized to interpret the meaning of data related to existing phenomena, in this case it is used to interpret Interpersonal and Textual Analysis and Local Interpretation. These steps are done respectively.

3.4. Hypothesis

From the description above, the hypothesis can be stated as follows :

1. Situational Factors, Interpersonal and Textual Analysis signal a broad portrait of instructional text for English learners in contextualising their learning.
2. Local Interpretation and of Analogy illuminate significant help in constructing a composite meaning of a text.
3. "Language Lab, *KangGURU*" Magazine employs English Contextual Learning in presenting its goal in encouraging its English Learners.

CHAPTER V CONCLUSION

Conforming to the goals and deciding the way how to present the materials are two inseparable things in the blue print of media. *KangGURU Magazine* which is designed for pre-intermediate and intermediate learners, presents its materials in a simple and meaningful way, in that it corresponds to its assumed readers.

The use of Local Interpretation and Analogy are beneficial to predict and catch the messages of the text in effective and comprehensive way. It retrieves the messages in short way in that, it draws a conclusion on the basis of the previous understanding of the text through its trigger. The trigger derives from the inference of the text through the clue of the already stated text. For example, "Using Music and Film to Study by Naomi Slowna". This text enables us to arrive at the interpretation that Naomi Slowna's English is good enough, so that she can let the readers know her experience. This interpretation is triggered by its preceding text "Study Tips", meaning the persons giving the suggestion are of qualified one. The principle of interpretation in both Lizzy's and Sonja's rubrics go on the same way.

A broad portrait of instructional text represented by *KangGURU Magazine* can be observed by Interpersonal Analysis and Textual Analysis of the text as the components of the macro functions of the language. These analyses cover situational factors featured by Field, Tenor, and Mode. The components explain the messages proposed by speakers and the readers who are in a distance. Social and personal consideration which co-exist with vivid linguistic representation permit the readers to get the messages thoroughly.

The substance of the suggestions converges to English Contextual Learning. It never makes the readers utilize one way learning, but induces them to study in multiple context. In that it permits the readers of different background and interest to learn English in accordance with their meaningful ways. Since "meaningfulness" of learning is encountered differently. While one-way learning

does not accommodate student's unique ways in undertaking their ways of learning. Doth Liz and Sonja as the expert on Language Lab., employ evidence and justification to increase reader's beliefs and reader's acceptance of their ideas. In other words, they just reinforce the suggestions proposed by successful learners, or even from public figures, so that it impresses that Learning stems from its constructivist approach. Since it describes the experience which is constructed over and over by the individual learners. The interaction among the learners is another significant point in the process of learning, as each of learners shares both different and same experience about their learning. The successful learners stemming from these backgrounds will share valuable tips through which they undergo.

The way of presenting the material will impinge on the readers, since they are given by the people possessing high credibility. They are the expert of TESOL, public figures, and successful learners.

The "Language Lab. *KangGURU*" Magazine can be utilized by learners in a distance learning, as supplement material in the classroom and self-referent study. The learners of distance learning can utilize it because it provides the opportunities for the students to apply new skills in a challenging task, uses personal language to stimulate human interest. As the supplement material in the classroom and self-referent study it will enable students to enrich their vocabularies as well as provide Cross Cultural Understanding. Moreover since the Language Lab. features public figures' notions on English learning, learning in multiple context, it can be utilized by adult learners or old learners.

Having ascertained it from different perspectives, from Situational Factors, Interpersonal and Textual Analysis along with Local Interpretation Principle, *KangGURU* Magazine is prominent primarily for pre-intermediate and intermediate levels. This is the stimulus for the English readers to cope with one of current needs, preparing oneself in the Era of Information Technology.

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Lizzy's Language Lab

Liz is ALF's expert on Language Labs. Lizzy is also coordinator for the IALF TESOL Teacher Training program (Teaching English To Speakers of Other Languages) which is accredited by Trinity College London.

"Hello everyone, I hope this year is good for you and your English language study".

Lizzy has suggested that we listen to some advice from a few Australian Development Scholarship holders who are currently studying English at IALF Bali. Later this year they will go to Australia to complete their postgraduate studies under the ADS scheme. Here are their simple but effective tips for you:



Muis

"The most important thing in my mind is motivation, because if the students or people already have good motivation they are already halfway towards their ambition I think".



Sitiadudin

"We have to recognize our weaknesses and then we have to do extra work after that. If reading is a weakness then I must work much harder at that".



Suhad

I have advice especially to improve vocabulary. We have a special planing namely we have a target in one day. For example, we should memorize vocabulary, ten to fifteen words a day.

Lizzy also has another great tip for you. If you have a passage on cassette or video tape, then there are several reasons why you should listen to it more than once. You can use it:

1. to confirm your understanding of the message
2. to listen for any missed words and phrases
3. to listen for specific information such as facts and figures
4. to show yourself that your listening IS improving

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"I"

Lizzy is on holidays so I asked three well known Indonesian personalities to give some language tips for you.
KORRI spoke with Indra Safera and Indy Barends in Jakarta, and Lucky Resha at the COREMAP Concert in Manado.

"II"

- don't waste your time
- study hard
- talk to people in English
- quit talking bahasa Indonesia
- watch more TV
- listen to the radio
- read newspapers

"A"



"V" If you're not confident enough to talk to a native speaker, you
can always practice with your own friends and just use your
English and practice, practice, practice as much as you can.

"VI" Actually, my English is not as good as my friends but I am
trying to look to learning English. I have a lot of friends who
can share with me and teach me how to speak English. Then I
read and I watch TV a lot.

"VI"

- lots of practice
- practice listening regularly
- be confident
- learn and understand words from English language songs



"B"


"VII" Before I sang an English language song I have to write the lyrics and learn
them. Then I have to study the words so I get the meaning. Then I can sing with
feeling.

"VII"

Listening needs practice and if students are really keen to improve their English language skills then they need to practise their
listening too. Indra and Indy know the importance of good listening skills and advise you to listen to the radio and to watch
television as often as you can. Speaking English with your friends is another excellent way to develop, not only speaking skills,
but listening too. Lucky knows that learning English means a lot of practicing and motivation. Katy Gini Radio English is one of
the best ways to hear high quality English language material designed especially for the pre-intermediate to intermediate English
language learner in Indonesia.

"VIII"

APPENDIX III, APRIL 2002



Lizzy's Language Lab



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In the August 2001 magazine KGRE asked people to write and give some of their very special language tips that have helped them to study English. Here are just some of those tips and Liz gives her expert comments.

- (a) From Gede Surya in Loweyan, Surakarta -
By listening to the news in English on the radio we can get a lot of information and pay careful attention to the pronunciation and intonation of the announcer.

"Even if listening to the radio is a bit difficult at first, don't give up too easily. Keep listening regularly and gradually you will recognise more and more words. Get Into The Habit and listen regularly - especially to Kang Guru, but there are other English language radio programs, as well as television".

- (a) From Andy Hanafi from SMU 1 Tompobulu-Bantaeng in South Sulawesi - *Joining a conversation club and participating in discussions is the best way to improve.*

"I" "Learners who are members of active language clubs have a lot more opportunity to use their English in an interesting way. They can learn from the others in the club and they can also help others as well. Research has shown that language learners who are involved with a conversation or language club generally improve faster than someone who is not".

- (a) From Arfan Toppano in Bengkulu - *Increase your vocabulary by looking up any new words in a dictionary as soon as you can and then write it down somewhere and keep it.*

"I" "That is excellent suggestion Arfan. Checking the meaning of new words and then writing them down does help you to keep those words.

(b) Look at these new words every few days. Don't just write them down and forget about them. Look at them often and try to use them in some writing or speaking practice".

- (a) From Neneng Hendriyani in Bogor - *If you want to read an English book or article then make sure you choose an interesting topic.*

"IV" (b) "It's so much harder to read something that is not interesting for you. Try to choose a story or text about a topic that you enjoy. It will make your reading more worthwhile, more fun and more effective".

Lizzy's Language Lab

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In the April 2002 magazine we printed some of very special language tips from KG readers/listeners. Here are some more of those tips and then Liz gives her expert comments.

From Mohamad Abdul Latif in Jember, East Java

Throw the shyness away. Learn a new vocabulary everyday.

(a) "Yes, Mohamad. That is so very important. One of the reasons that people are shy about using English is that they do not know enough vocabulary. Or they do not know the right vocabulary for a certain situation. This makes people nervous and shy because they get stuck trying to think of words they want to use. Learning new vocabulary everyday is one way to become more confident to speak with others."

From Gede Surya in Lewewen - Surakarta, Central Java

(b) Listen to music.

"Gede, a good idea and so much fun too. Listening to English language songs or the radio is such a good idea but even better is to have the cassette in the car. You can replay them over and over. Usually in the cassette box you can find the lyrics - the words to each song. You can listen to and read the words at the same time. Great for new vocabulary and for better understanding too."

"I"

Some MORE tips about learning English from Captain Kang Guru *

When Kevin meets students and teachers all over Indonesia, he is often asked this question. 'What is the easy and best way to learn English? Unfortunately there is no easy way to learn English. English can be difficult but there are ways to make learning more effective and enjoyable.

(a) Enjoy learning English

It is difficult to learn anything if we do not enjoy it. Therefore try to have fun with English and try to make it a challenge rather than a chore.

(b) Become a member of an active language club

Meeting regularly with other keen language students will give you a lot of practice time and many good experiences. It is often easier to learn more from your friends in a social and fun environment.

(c) Be active

To really learn a language, especially speaking and listening, you need to be an active participant. Don't just be a bystander or spectator. Get in there and go for it - full steam ahead!





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"English language students in Indonesia love to meet and talk with native speakers of English. Many students have asked KGRE for advice on how to do this. They ask because they either want to meet a native speaker one day or they already know one. Some people even write to KGRE asking help to find native speakers. For many of you, finding a native speaker can be quite difficult. Many people visit tourist destinations to meet native speakers. Places such as the beach, monuments such as Borobudur and Prambanan, shopping centres and airports are good places for meeting tourists. KGRE cannot really help you with the 'finding' part but perhaps we can help you a little with the 'interaction' part? Here are some ideas for you from Liz. We really want you to think about what she has to say.

1. Not all Westerners are native speakers of English. Many Westerners may be able to speak English but it does not mean English is their native language. You may like to ask them about their native language at the beginning of your conversation. It is important to be aware of this before you begin to chat with them.
2. Please have some understanding for the person you have approached. Maybe they are busy. Perhaps they are not confident with their English. Most of them are probably not English teachers so don't expect them to be able to help you with all of your questions about grammar for example.
3. If you ask a question make sure that you are ready to listen to the answer. Make sure the conversation even if it is only short, is interactive and meaningful. Being able to respond to answers is just as important as asking new questions. Be careful not to ask questions that are too personal.

What do you think of these tips?

Piyu from PADI loves to read biographies about important and creative people such as politicians and activists. He has read about the life of George Lucas, the creator of Star Wars and Martin Luther King, the famous American Civil Rights leader. Piyu also listens to English language songs and writes down the lyrics. He loves listening to songs and he told KGRE that he gets a lot of help with pronunciation and meaning from the lyrics.

Ari from PADI spends a lot of time with his dictionary. He says, "And now I always bring my electronic dictionary in my bag because I think we must learn English now because that is very important. Because right now PADI traveling a lot of places at Singapore, in Australia also but my own English is very bad, he has had."

Andien says her English is not that good but KGRE disagrees with her on that point. She also says that she has to practise everyday. She often does this with music especially with the lyrics just like Piyu does. The grammar in songs isn't always quite right but Andien understands this and is careful of it. She reads lots of books and watches movies on television without the Indonesian subtitles on the screen.

Wildi from AB Three told KGRE, "Well, sometimes I just have to force myself to do that because it's not that easy you know to read English magazine or things like that. Sometimes we don't get the meaning of it though we understand what the writer says, but sometimes you just have to read again and again and then you get the meaning."

A Most Common Question

During 2003 Kevin traveled to many parts of Indonesia meeting students in their schools and at their club meetings. One of the most common questions asked is about the differences between British English, American English and Australian English.

The most important thing to remember here is that they are really the same language. Some vocabulary may be different and very occasionally sentence structure may be slightly different. Of course accents, idioms and slang make understanding more difficult. Even native speakers of English can have some problems with these accents and idioms used by people from other English speaking countries. The same problem occurs right here in Indonesia for people learning Bahasa Indonesia. The Bahasa Indonesia spoken in Lombok is somewhat different to that heard in Surabaya or Medan. The language I hear on Jakarta based Indonesian television shows, for example, is a version of Bahasa Indonesia that I rarely hear in places such as Bali, Sumbawa or Makassar. Finally, don't let the 'differences' stop you from practicing and studying. In fact, enjoy the differences!

Sonja is a new member of staff at IALF Bali. She is an Aussie from Darwin. Sonja will be a regular guest on Kang Guru during 2004.

Her segments will feature learning tips to help you improve your English language skills. Sonja has a great Aussie accent too. KGRE knows that you will enjoy 'Sonja's Special Tips' during 2004.



TASK 1. Write 75 words about one of these learning tips. How do you or will you, use it to study English. Send your answer to KGRE before January 31st and win latest CDs from PADI, Andien and AB Three.

December 2003

Study Tips

Christina Pitch and Jason Tedjasukmana are news anchors for 'METRO This Morning'. Christina was born in Indonesia in 1979. Her mother is Indonesian and her father is Australian. Christina finished her high school years in Perth, Australia and her undergraduate and post graduate studies at Curtin University in Perth. Jason grew up in the United States of America. Jason and Christina both believe that a large number of Indonesians watch the METRO news program along with many foreigners. According to Jason it was one of the first English language news programs dedicated mainly to Indonesian issues. He says that if people want news specifically about Indonesia then METRO is one of the best sources in English. Both Jason and Christina, along with the rest of the team at METRO, are very busy people. They don't just read the news each morning but they are also instrumental in preparing it. They start work many hours before the news 'goes to air' writing and checking the stories so that the news they present is the best possible. You can hear Christina and Jason on KGRE during May and June talking about their backgrounds, careers and their English language experiences.



Sonja's Special Tips

Listening to English language radio, especially KGRE, is a great way to improve your English language skills. But watching English language films and television are also great ways to practise your English. Just ask Ari Wibowo. Watching early morning news programs such as 'METRO This Morning' can not only improve your English, but it allows you to find out what is happening in Indonesia and the rest of the world. Jason and Christina, along with the other members of the news team at METRO, present an excellent English language program each morning. Listen and learn at the same time.



April 2004



Study Tips

USING MUSIC AND FILMS TO STUDY BY NAOMI SLOWNA

I had English lessons regularly at school. Many of my friends also took English courses after school hours. So at first they had better English than me. They often mocked me because they thought their English was better than mine. But I didn't accept that. Their mocking made me more active in learning. I used some English materials that were provided by my father. I never took an English course but I used my time effectively and studied English all the time. But actually the most powerful reason for me to learn English is my hobby - music. I have loved music since I was 5 years old, especially English language songs. But I didn't have much money to buy all the cassettes that I wanted. Even now when I like a song I always need to know the lyrics. So I listen to the song on the radio carefully and try to write down the lyrics according to what I hear. Sometimes the lyrics of songs can't be heard clearly, especially if there are slang words. Nevertheless I can still learn a lot about vocabulary. You can do the same too. Now my hobby is watching movies. This helps me a lot to increase my English skills. Now my English proficiency is far better than before and it is the result of all the time I spent listening, writing and learning. I still write down song lyrics that I like and as many as I can. I believe our hobbies can be very useful to help us study English. If you have a hobby then use it to study English, okay?

Note: Senja was impressed with these tips from Naomi. She thinks that Naomi's experiences are some of the best ways to learn and improve your English.

August 2004

